# The Journal of Education

VOLUME 125 — BOSTON, NOVEMBER, 1942 — NUMBER 8

ESTABLISHED 1875

ANSON W. BELDING, *Editor*

*Advisory and Contributing Editors*

LEWIS H. CHRISMAN, West Virginia Wesleyan College, Buckhannon

FRANK CODY, President of Michigan State Board of Education, Detroit

BURTON P. FOWLER, Principal, Friends School, Germantown, Pa.

HARRY V. GILSON, Maine Commissioner of Education, Augusta.

ARTHUR L. GOULD, Superintendent of Schools, Boston

C. HERMAN GROSE, Superintendent of Schools, Erie, Pa.

E. C. HARTWELL, President, State Teachers College, Brockport, N. Y.

HENRY W. HOLMES, Graduate School of Education, Harvard

VIERLING KERSEY, Superintendent of Schools, Los Angeles

BYRON C. KIRBY, Principal, Oliver School, South Bend, Indiana

WILLIAM C. McGINNIS, Supt. of Schools, Perth Amboy, N. J.

WORTH McCLURE, Superintendent of Schools, Seattle

GARRY CLEVELAND MYERS, Editor, Lecturer, Child Psychologist, Boyd's Mills, Pa.

RANDALL R. PENHALE, Principal, High School, Iron River, Michigan

CARROLL R. REED, Assistant Superintendent of Schools, Washington, D. C.

AGNES SAMUELSON, Secretary, Iowa Teachers Association, Des Moines

PAYSON SMITH, University of Maine, Orono

WILLIS A. SUTTON, Superintendent of Schools, Atlanta

EDGAR B. WESLEY
University of Minnesota, Minneapolis

CAROLINE S. WOODRUFF, Secretary, Vermont Education Association, Castleton, Vermont.

WALTER S. YOUNG, Superintendent of Schools, Worcester

*Business and Editorial Offices*
SIX PARK STREET, BOSTON

THE JOURNAL OF EDUCATION is published monthly from September to May, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $2.75 a year; Canadian postage, $1.00; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to The Journal of Education is published annually in the December issue. The contents are listed in Education Index.

## AS WE GO TO PRESS

We especially invite your attention to the discussion, starting in this issue, of how our public schools can do more about religion. This month we present statements from a Jewish rabbi, a Protestant minister, and a leader in the search for common ground among all three of our outstanding religious groups. Next month other points of view, including that of a Catholic priest, will be expressed.

Be sure to read Mr. C. C. Harvey's article, "A Challenge to the High Schools," in which he suggests a means of reducing adult illiteracy in the United States, or, let us say, in your community. Another most timely feature is the letter "To a Teacher in Service from One in the Classroom." It too conveys a challenge.

▼

Our October issue brought us an unusual number of laudatory comments, for which we—praise the laudators.

Remember, however, that it's the writers whose material we print that really make the Journal. And if—by the way—you are sometimes minded to use this paper as your messenger to the profession, do not hesitate to send your manuscript in this direction. It will be considered on its merits and without regard to how big a name you wear. Something to say and the ability to say it, is all you need to get an audience here.

▼

Speaking of that October issue, here's a comment that just came in: "I have a good memory, and I see a lot of Education papers. I believe that this last Journal is the most interesting and most useful of *any* paper that I have read. . . Congratulations. E.C."

## Contents:

TEXTBOOK TOPICS AND REVIEWS 240

EDITORIALS 243

CAN OUR PUBLIC SCHOOLS DO MORE ABOUT RELIGION? Part One of a Symposium 245

A CHALLENGE TO HIGH SCHOOLS C. C. Harvey 247

GREAT CAESAR'S GHOST Anson W. Belding 249

TO A TEACHER IN THE SERVICE FROM ONE IN THE CLASSROOM Harry Bard 250

PACKED FORTY YEARS TOO SOON Dorothy Crandall 251

BOOKS AND THEN MORE BOOKS Jeanette Dell 252

SEEING SOLID Walter W. Johler 253

I MAY BE RIGHT, I MAY BE WRONG William C. McGinnis 255

GOOD MORNING, TEACHER Ruth C. Frey 255

IT SEEMS TO ME Byron C. Kirby 256

THE NEWS DIGEST 257

GRINS BETWEEN GRINDS 262

# . . . TEXTBOOK TOPICS

## Can Textbooks Be Reduced in Size?

The increasing size and weight of textbooks offers a problem to the publishers—a problem to which they will sooner or later need to find some solution.

The demands for flexibility, for abundant charts and illustrations, and for large, clear type—not to mention the teaching aids, bibliographies and other appendages that are marks of thorough editing—these requirements combine with the ever widening scope and quantity of subject matter to produce textbooks that are mighty tomes. They crowd each other for space in the pupil's desk. And when he comes to taking them home for study, he just naturally doesn't choose to tote as many as he should.

A text of handy size is still a better bid to learning than one that emulates the elephant—though failing to provide a trunk.

Will the answer be to make textbooks less inclusive? Will it be to break them into half-year parts?

Who has the answer?

## This War Has Also A Book Front

All libraries rate as combatants in this war, according to a statement by Elmer Davis, director of the Office of War Information.

"One of the first acts of the Japanese in the Philippines," Mr. Davis said, "was to destroy an American library. The policy of the Nazis and the Fascists toward libraries, librarians, writers of books and readers of books has long been familiar to us. The Japanese by their act of barbarism adopted the Nazi policy for themselves.

"But they did more than that. They brought directly home to Americans the menace of this war to American civilization, American culture and American books.

"Library associations and meetings of librarians all over the country have been devoted for many months to the consideration of these problems.

"The librarian has around him, or should have, the books in which the facts are presented, the problems posed. Librarians in their professional duty are constantly concerned with the problem of directing their readers to the materials which their readers require. In the present war as never before, this duty of librarians assumes a first and pressing importance and librarians in consequence carry a responsibility such as they have never carried in our history."

# Many New Texts Reflect Interest in Latin America

The world war and aeronautics are not the only curricular newcomers to be reflected in current literature for schools. Texts dealing with Latin America have begun coming from the editorial rooms and presses of the educational publishers until the number and variety of such offerings are quite impressive. The sudden appearance of so many books giving information about the neighboring nations of this hemisphere is significant of the fact that many of our citizens are at length awakening to the need for better understanding and more real knowledge of the Central and South American republics if so called hemispheric solidarity is to be more than an empty phrase.

Texts in this new field of interest range from high school or adult level to the elementary grades, and include paper bound as well as cloth bound volumes. Provision has even been made for teaching songs and games of Latin American lands, so that our children may share the music, the pastimes and the emotions of their potential friends to the south.

Typical of these books and booklets on Latin America are the titles reviewed in the following paragraphs.

## LATIN AMERICA

### Canciones Panamericanas

For schoolrooms that would sing their way to better appreciation of other lands and peoples, here is a collection of delightful songs, most of them with Spanish words and English translations. A few songs of Canada and the United States are included. It is a pamphlet of good music and good will.

CANCIONES PANAMERICANAS, published in collaboration with the Pan American Union. Silver Burdett Company: New York.

### South of the Rio Grande

Two classes of the sixth grade in Lincoln School set out along separate paths to learn about the lands to the south of us. Their respective adventures and discoveries are related in an attractive book authored by three members of the school faculty. How the children planned their work, gathered materials from many different sources, discussed their findings and engaged in activities to enrich experience and deepen impressions, are interestingly related. This report illustrates progressive practice as it is carried on in one of the nation's foremost progressive schools.

SOUTH OF THE RIO GRANDE by De Lima, Baxter and Francis. Bureau of Publications: Teachers College, Columbia University.

### The Good Neighbor Series

Eight colorfully illustrated, dramatically written Unitexts provide rich background material for understanding the twenty Latin American republics. How these lands were discovered, conquered and liberated; who their heroes are; what their racial stocks; what their occupations, products, ways of thinking and of government—in short all that tends to make a true picture and to promote better cultural, political and economic relations has been drawn upon for the making of these books. They are planned for young people of high school ages. There is a volume on Mexico, another on the Island Nations of Cuba, Haiti and the Dominican Republic; and so on.

THE GOOD NEIGHBOR SERIES—Eight UNITEXTS by Sydney Greenbie. Row, Peterson & Company: Evanston, Illinois.

### Our Good Neighbors In Latin America

Materials used in an important series of NBC radio programs have been

# AND REVIEWS . . .

utilized as the basis for this informative text on Latin America. Following an introductory account of things one needs to know about the twenty nations in general, there are separate chapters giving interesting close-ups of each of the nations. There is much for the student to think about in this compendium of geography, history, folklore and industry. More than 180 photographic illustrations effectively supplement the text.

OUR GOOD NEIGHBORS IN LATIN AMERICA by Wallace West. Noble and Noble: New York.

## The Spanish-American Song and Game Book

A book that catches the spirit of children in the other Americas and conveys it in text and pictures is this "Spanish-American Song and Game Book." Outcome of a WPA project, it proves once more that our unemployed of depression years included in their numbers many persons of educational and creative talent.

THE SPANISH-AMERICAN SONG AND GAME BOOK, compiled by workers of the WPA in New Mexico. A. S. Barnes and Company: New York.

## They Live in South America

What the people of South American countries are like, how their countries were colonized, how they won their liberty, how the countries differ from one another, what grows where—including an account of "The South American Zoo"—all this and much besides is gathered and graphically presented in "They Live in South America." Aimed at children of elementary school age, it packs a great deal of information into words and pictures likely to be absorbed with enthusiasm.

THEY LIVE IN SOUTH AMERICA by Alice Dalgliesh. Charles Scribner's Sons: New York.

## Let's Look at Latin America

Material for supplementary study of the history, geography and customs of our twenty sister republics is available in the combined study-workbook, "Let's Look at Latin America." It gives a concise treatment with maps, tables and illustrations in addition to an interesting text. An unusual feature is the data on the origins of the names borne by the Pan-American countries.

LET'S LOOK AT LATIN AMERICA by Zoe A. Thralls and Ralph Hancock. American Education Press, Inc.: Columbus.

# EDUCATION

## Educational Psychology

Team work by four experts in the teaching of this subject has resulted in a remarkably well balanced text, laying emphasis on what is really important for the teacher to know and dealing tersely with the less important facts and principles. Started as a revision the book turned out to be almost entirely a new treatise on this subject.

EDUCATIONAL PSYCHOLOGY by Gates, Jersild, McConnell and Challman. Macmillan Company: New York.

## The Training of Secondary School Teachers

It is significant that this report, pertaining especially to the training of teachers of English, was made by a Harvard committee representing both the liberal arts faculty and the school of education. While the report has a certain provincial quality since it is aimed chiefly at Harvard, there is evidence of broad and sound thinking on every page, with helpful implications for all persons concerned with education.

The committee's suggestion for humane weeding out of candidates hopelessly unfit for the vocation—and doing it at the mid-point of their college course—deserves particular consideration. The report recommends a five-year program leading to the master's degree—with vocational specialization starting with the third year. This report may well have a powerful influence upon secondary education of the future.

THE TRAINING OF SECONDARY SCHOOL TEACHERS. Especially with Reference to English. A committee report. Harvard University Press: Cambridge.

## The Academic Man

Has some one at length whisked the college professor off to a dissecting room to see what he is made of, how put together, and how he works—provided he does? We might suppose so from the title, "The Academic Man," which Logan Wilson of Tulane University has bestowed on his tidy volume. But it seems rather to be a study of the habitat than of the inhabitant.

The social order in which the professor finds himself is a pretty stereotyped affair, as described by Professor Wilson.

Nominally professors are chosen and promoted primarily on the basis of teaching ability, writings published, research, and several minor points, such as influence on students, shouldering of administrative tasks and sharing in civic responsibilities are supposed to follow in due order. It is strongly hinted, however, that certain universities of high repute care more for productivity than for effectiveness in teaching. It is clearly implied that professors are valued more than they ought to be for their inability to win renown or to advertise their institution among the learned of the world.

To the interested onlooker it seems that the system fails to give either the great teacher or the great researcher an opporunity to do his best possible work, since many are required to waste time on tasks for which they are least suited.

On the whole, however, Professor Wilson's exposure of the forces operating in our halls of learning is not too discouraging. No doubt a little airing will do good, and the book is already causing some off-campus breezes to blow in.

THE ACADEMIC MAN. By Logan Wilson. — Oxford University Press: London, New York, Chicago.

# ENGLISH

## Young America's English

Not English for its own sake but as a necessary tool of communication growing out of experiences—this is the idea behind "Young America's English." Its two volumes are for

seventh and eighth grades respectively. Samples of the eight units comprised in Book One are:

A Good Time with Books
Publishing a Class Paper
Telling a Good Story

Each of the suggested projects is of sufficient importance to hold the attention of pupils for several weeks and affords many occasions for development of oral and written English. The language instruction is meted out as demanded by the work the class is carrying on. Such a program gives much practice in democratic living as well as in language, and the cultivation of a wholesome social outlook is virtually unavoidable.

YOUNG AMERICA'S ENGLISH by Helen Fern Daringer. World Book Company: Yonkers-on-Hudson, New York.

### Forward

Through a vast variety of enticing pieces, the authors of "Forward" have contrived to capture the interest of high school pupils. The book is divided into four major units, each with several subdivisions. The units are: "New Worlds for Man," "Wonders of the World We Live in," "America Expresses Itself," "Young America Forward". The aids to teaching include suggested activities and topics for discussion, all of which seem unusually well aimed at luring the student to form his own judgments and extend his reading. In other words—the collection is one that should really win from young people a response of mind and spirit. The twenty-two page glossary will prove a most welcome feature.

FORWARD by Robert C. Pooley and Fred G. Walcott. Scott, Foresman & Company: Chicago.

## SOCIAL STUDIES

### Graphic World History

Getting the story of mankind into the compass of a single volume of suitable typography and convenient size for the high school pupil is a task to challenge authors, editors and publishers alike. This book accepts the challenge. While the word "graphic" points primarily to the pictures and maps, a style of writing has been employed that also merits the adjective. One innovation, a semi-fictional story at the beginning of each of the fifteen units, is well designed to awaken interest in the chapters that immediately follow. However, it is the general clarity, choice and balancing of material and the degree of success achieved in making the most important developments in each epoch or movement stand out so as to leave a lasting impression that are especially worth noting.

GRAPHIC WORLD HISTORY by Jessie Campbell Evans and Suzanne Harris Sandowsky. D. C. Heath and Company: Boston.

### The War and America

Gradually the need for what may be called "temporary textbooks" at such a time as this, is being recognized and met. For the current of history is a rushing torrent, and a new textbook scarcely has time to get into its school clothes before the bell rings for a supplement. Newspapers and magazines answer the need only in part. A paper-bound handbook like Francis L. Bacon's "The War and America" conveniently spans the gap between history and current events. It furnishes a comprehensive review of what has happened to throw the world into its present mess. The steps from the Versailles treaty until the Japanese conquest of the East Indies are described. It will give any youth or adult who reads it a helpful background for further reading of his daily newspaper. It should be invaluable for high school classes in current events or history.

THE WAR AND AMERICA. Francis L. Bacon. The Macmillan Company: New York, Boston, Chicago, Dallas, Atlanta, San Francisco.

### Give Me Liberty

Total war on totalitarian ideologies is waged in a new little text for teenage pupils by Fowler Harper, a member of the law faculty of Indiana University. "Give Me Liberty" wakens civics to vibrancy and life. The youthful reader is made to see what the present struggle is about—that it is literally a showdown between two ways of life, two kinds of world. Everywhere the contrast is drawn with penetrating clarity and in a style of writing that is understood by young Americans because it is as frank and informal as they themselves. "Habeas corpus," trial by jury, freedom of speech and other guaranteed rights commonly taken for granted are shown in comparison with concentration camps, Gestapo trials and censorships and similar abuses of the individual citizen under a dictatorship. This method of "deadly parallel" is employed throughout, with admirable effectiveness. Red and blue colors are worked into the binding and end papers to harmonize with the patriotic purpose of this book. It is propaganda, beyond a doubt, but open, honest and fair—the sort needed here to teach our boys and girls what is at stake in all the turmoil of this hour in human history.

GIVE ME LIBERTY. Fowler Harper.—Wheeler Publishing Co.: Chicago.

### Our Economic Problems

This volume, in addition to possessing all of the merits for which we might look in a modern high school text in economics, has some virtues which are distinctly its own. One of these is the method of the authors in showing the extent to which the subject of economics has both an immediate and a long-range influence upon the life of the student. The work approaches the problem of the presentation of material not from a theoretical but from a functional point of view and the discussion is made concrete by showing that the functional organization centers around the buying and selling of goods and services.

Of the nine units, those on "Saving and the Investment Bargain," and "Risk, Profit and Insurance" impress us as being deserving of special mention. The book as a whole is rich in thought-provoking activities and in well-selected illustrations. It should prove preeminently teachable.

OUR ECONOMIC PROBLEMS by Robert W. Bohlman and Edna McCaul Bohlman. D. C. Heath and Company: Boston.

## SCIENCE

### Modern-Life Science

The authors of "Modern-Life Science" considered what facts, principles and techniques of physical science are most useful in the everyday life of the average person.

Hence, the student of this text will not be asking himself, "Why do I have to study this stuff?" Yet motivation is not everything. "Modern-Life Science" provided plenty of the what as well as the why of study. The work is clearly written, effectively illustrated, and furnishes a great variety of practical exercises and activities.

MODERN-LIFE SCIENCE. By Robert Carleton and Harry H. Williams. J. B. Lippincott Company: Chicago, Philadelphia, New York.

# Editorials

## A "Bad Neighbor" Policy Is Also Needed

No one questions the worth of the so called "good neighbor policy," through which the United States has in recent years sought to promote a genuine and practical friendship among the governments and peoples of this hemisphere. The example of good will and better understanding on this side of the globe has often been held up as an ideal for all mankind to work and hope for, and many a liberal-minded leader is already planning for a world devoid of sore spots—a world cured of all its enmities and hates because each nation has learned to do right by every other. It is a noble concept indeed, and one that may ultimately become more of a reality than ever yet in history.

On the other hand, our first problem after the war will be that of dealing with certain neighbors that are at present extremely bad neighbors, that have no intention or desire to live on fair and friendly terms with other nations. When victory finally perches where we are determined to have it perch, namely on the banner of the United Nations, many kind-hearted persons will immediately wish to forgive and to forget. They will demand a treaty without teeth—just a chummy sort of reunion around a table with everyone congratulating everyone else on how lovely it is that peace has come and no one will ever wish to fight again. It happened before and it can happen again—as long as there are silly people.

Let the peace terms be as fair and decent as they can be made. But let them impose restraints and more restraints. Let those restraints be imposed and rigidly enforced. Haggling over the fairness of the peace, whatever its terms, will only serve to weaken its restraints and preventives—though the inescapable need for these should be evident even to a fool.

## Lafayette, We Are in Africa

Our AEF of 1942 has gone to the relief of France under widely different circumstances from those that surrounded the AEF of 1917. This later occasion somehow did not lend itself to formal ceremonials or to such pronouncements as the famous "Lafayette, we are here." The present AEF arrived at France's back door rather than its front, and it encountered armed resistance of a sort from French soldiers carrying out their orders from a Vichy government pledged to cooperation with the arch enemy of France and all France holds sacred. While the Vichy French, pathetically speaking from their chains, gave orders to fight, the Fighting French through several spokesmen said not to fight the Americans but to welcome them and join forces with them for the eventual defeat of France's foes and the delivery of France itself.

If the campaign in Africa is not a second front, it should make an excellent prelude to such a business.

Day to day developments do not spell finality but the rout of Rommel's army, the stiffening of Russian lines, the Italian admission that the horizon is black, Hitler's pledge that he will not desert his nation as the Kaiser did—these events and utterances give rise to hope.

## Thwarted Independence

Seven years ago this month, the Commonwealth of the Philippines was set up. It was to run until July 4, 1946, when the islands would at last obtain that complete independence their political orators had been demanding for a generation.

The people of the United States have never taken the trouble to understand the Filipinos or to demand a consistent policy toward them in Washington. The people of those islands had virtually won their independence from Spain by the last in a long series of revolts, at the moment of our victory over Spain. It took our army of occupation several years to convince the Filipinos they must yield to the United States. While our government proceeded to administer the islands in a fairly exemplary manner, the spirit of independence continued to be fanned by native leaders. At last—because our beet sugar interests wanted an end of tariff-free sugar cane from Manila—Congress consented to cast the archipelago adrift.

Scarcely was the ink dry on the act of Congress when the Filipinos realized they had made a doubtful gain. Japan was "making friendship" on China and any one could see what would happen to the independent Philippines . . . But the islanders did not have to wait. They were caught between dwindling American interest and a time when they might have raised a sufficient army of their own. It should be gratifying to us today that we treated the Philippines as well as we did, and that our partial fulfilment of our pledge of freedom won the loyalty of

the people so that they resisted the Japanese until Bataan ceased to be tenable.

The Filipinos deserve to have self government—and the United States will not be content until the Filipinos' aspirations are realized to whatever degree the postwar situation shall make practicable.

## Can We Sacrifice—for Peace?

It is far too early to be talking of peace as if it were already guaranteed. No sane American wants peace to come until it can follow a clear-cut victory of the United Nations. There must be no dallying with the madmen who have run amuck.

To think about what the peace must be like, however, cannot be premature at any time.

Obviously the aggressors must be disarmed and watched. The men who plotted the aggressions and perpetrated the atrocities must be placed where they can do no further harm.

But there is talk of a three or four power alliance—the United States, Russia, Britain and China—managing the world in the interests of the victorious nations. And there will be more talk along those lines.

This sort of thing could only breed more wars.

If those who die in this war are not to have died in vain, there will need to be an organized structure of peace. Whatever the association may be called, it will need to be endowed with more support and authority than the League of Nations ever possessed. And if right is to be implemented in place of might, there must be an international court of justice—with power to summon any government before it on any reasonable complaint.

For want of a federal constitution, the United States might consist today of a few dozen warring nations. Under the terms of their union, the several states abandoned portions of their independent sovereignty.

To a lesser extent, no doubt, but in some degree to be determined, the nations of the world—including our own nation—must prepare themselves to renounce certain of their cherished rights in order to establish for our own children and the world the right of peace.

## Rationing and Wasting

While fuel rationing registration was going on in a certain school, the janitor kept the building so hot that many windows had to be opened.

To the thoughtful observer it was a somewhat pointed illustration of the haphazard, poorly coordinated war effort we Americans are making.

School children in a thousand communities are buying war stamps, collecting scrap metal and old rubber, and otherwise responding wholeheartedly to appeals made to them by adult leaders. Whatever new sacrifice or effort is asked of them they will cheerfully give.

An incalculable amount of adult patriotism stems directly from the ideas that children bring home with them from school. In this as in so much else the teachers are the starters of civic influences that move upward through the homes.

The schools and classrooms of the nation have an almost unlimited opportunity to serve as demonstration centers for those acts and attitudes so gravely needed if this nation is to be more than "forty per cent mobilized," as Mr. Willkie and other men in the know declare it now to be.

## Time Out

School schedules may be listed among the war casualties unless some one in each school puts up a fight to save them.

There are, in fact, two opinions as to the sacredness of such schedules, even in times of peace. The majority of teachers knowing what topics they are expected to teach within a given number of school hours, are constitutionally opposed to interruptions. While in many cases this attitude of teachers is shared by their principals who valiantly ward off many of the attempts to trespass on the daily program of the school, there are numerous administrators who seem to regard variety as the spice of schooling and therefore offer little resistance to the forces that intrude upon the regular work of classrooms.

Naturally the schools are being asked to cooperate with the war effort, civilian defense and rationing, and they are glad to do everything that their country expects of them. Since, however, the special demands arising from the emergency are so many and inescapable, every other type of business extraneous to the main job of instruction and of learning should be held aloof by every means within the power of school authorities. No doubt an excellent place to attack the enemies of the schedule is in the principal's office where bulletins and announcements originate, and where permission is sought for meetings, elections, rehearsals and a hundred other things.

The True Test of civilization is, not the census, nor the size of cities, nor the crops—no, but the kind of man the country turns out.—Ralph Waldo Emerson.

# CAN OUR PUBLIC SCHOOLS DO MORE ABOUT RELIGION?

## Part One of a Symposium

"How can our public schools, with due regard to democratic principles, do more than they now do in teaching basic religion or the Bible?"

REV. F. ERNEST JOHNSON
*Executive Secretary, The Federal Council of Churches of Christ in America*

THE place of religion in public education is becoming an important issue in American life. The separation of church and state must be taken for granted in a nation where so many denominations exist. It does not follow, however, that the public school program should exclude everything that has to do with religion. Certainly the secularization of the schools came about because of division in community life with respect to religious faith and allegiance—not because of any desire to isolate the children from religious influence.

The effect of secularization, of course, has been to relegate religion, in the minds of our youth, to a position of marginal importance. This effect has no doubt been greatly accentuated by the growing tendency to include in the curriculum everything except religion that is vital in the affairs of a community. And this has come about at a time when voices are heard from many quarters lamenting the lack of a virile faith among our people and of that quality of moral sincerity, earnestness and discipline which it is one of the purposes of religion to foster.

The weekday religious education, or "released time", movement is aimed at improving this situation, but at best it is only a partial solution, for it does not affect the essential dualism of our system, which rests on the faulty assumption that religion can be separated from the common life. On the other hand current proposals to find a "common core" of religious doctrine that all faiths will accept cut across a deep conviction of modern educators that in matters of belief indoctrination is a false and self-defeating method of education.

It would seem that one possibility is open against which no convincing objection can be raised either in law or in reason. What is legally barred is, in general, not *religious* but *sectarian* teaching. Now, if religious teaching is understood in the same sense in which our progressive schools understand the teaching of controversial social issues, the difficulty largely vanishes. That is to say, no good reason appears why the social studies program of the schools should not include the same broad and sympathetic study of the organized religious life of the community as is now carried on in our best schools with reference to other institutional phases of community life. Also the study of literature should by every logical consideration include the great religious classics, especially the English Bible.

If the public school will develop an intelligent and sympathetic attitude toward religion as a phase of culture the churches and synagogues will be in a much more favorable position to carry out their task, which is not at all the task of the public school.

▼

REV. ISRAEL S. CHIPKIN
*Associate Director, Jewish Education Committee of New York*

THE answer to this question would probably vary with the location of the public schools. There are places in West Virginia or Illinois, for example, where the population is homogeneous, and where the Bible is taught inside the public school buildings, during public school hours, by teachers of the respective faiths, where the discipline and records are supervised by public school teachers, the curriculum planned jointly by religious and public school authorities, and public school credit is given for such studies. There are other places where only the reading of the Bible without comment is permitted at assemblies. In places of heterogeneous population, greater respect and caution are exercised towards the religious differences and sensibilities of the several faiths. Where the three prevailing faiths have learned to cooperate and trust each other, they may agree upon a least common denominator program, such as released time as practiced in New York City. Here the public school releases its pupils, upon the written request of parent and minister, at two o'clock once a week in order to permit these pupils to attend their respective autonomous religious schools for one hour of religious instruction. Unexcused absences at the religious school may lead to withdrawal of the release privilege by the public school upon the request of the minister.

Adhering strictly to democratic principles, these public schools should show as scrupulous a regard for the non-religious as for the religious elements of the population. The non-religious probably represent the small minority in the population. Even the religious minority and its sensibilities are sometimes overlooked where the great majority of the

population is homogeneous. In some places, teachers in the public schools who belong to the dominant faith in the population may show respect for the religious beliefs and practices of that faith but not for those of the others. From this point of view it may be said that some public schools have exceeded regard for democratic principles.

The question as presented to the writer assumes that basic religion or the Bible is already taught in the public schools, and that due regard for democratic principles is shown in this teaching. It overlooks the more fundamental question, namely: Can any religion, or certain approaches to religion, be taught without violation of due regard to democratic principles? It will not help religion or democratic principles to overlook the latter question. The question as presented to the writer speaks of basic religion. What is basic religion? Is it the common denominator of beliefs for all three faiths? What is this common denominator, and what are these beliefs? Can these beliefs be taught without comment, interpretation, or group practice? If they can be so taught with the consent of the three groups, then it is possible to say that more basic religion can be taught by the public schools in many communities. As for due regard for democratic principles, that can be assumed so far as these religious groups in the population are concerned. It is difficult to make such an assumption so far as the non-religious groups are concerned. Is basic religion the body of ethical and spiritual elements manifest in all public school studies? If so, then such religion can probably be accepted by all, including the non-religious groups. Is basic religion the history of religion? Then the three faiths would have to agree upon one accepted version of the development and contribution of each of the faiths. Can such agreement be obtained? Is basic religion the profound personal experience which comes from life within the religious group? Then the public school would not seem the best place for such experience if respect is to be shown for the intimate lives of other pupils. If, on the other hand, basic religion be regarded as the product of personal, historic, and group experience, then the public school can encourage pupils to seek it where it can best be achieved, namely, in the separate religious school of each faith.

There are ways in which the public school can exercise this encouragement with due regard for democratic principles. First, the teachers and the authorities in public schools can show respect for the respective faiths of the pupils concerned. Thus, the religious holidays of all faiths, not only those of the dominant faiths, would be recognized in the school calendar. Second, public schools can show respect for the weekday religious school by sharing the total school day of the child, not alone by releasing pupils one hour a week from required public school attendance, but rather by dismissing all classes at 2 p.m. daily, so as to give the religious school more of the day-time hours for its purposes. Third, the public school can teach in English courses selections from the Bible which have great literary beauty and ethical value, and which have been approved by the three groups, provided biased comment or interpretation is scrupulously avoided; in their history courses, they can refer to the jointly acknowledged historic contributions by each of the three faiths; in current events discussions they can refer to interfaith and intercultural activities within the community; and they can plan parent activities on an interfaith basis into which the children may be drawn, particularly projects aiming to increase the good will among members of the various faiths. In such events, each group must be permitted to interpret its own values, and where these may not fit into an interfaith project, they ought not be introduced. Fourth, public school teachers and authorities can show respect themselves, and foster respect and appreciation among pupils, for the value of religious differences and for the desirability of cultural diversity within the population.

The suggestions listed above point the direction in which the public schools might teach basic religion with due regard for democratic principles. Is it enough, however, to ask the public schools alone to do more for basic religion? There is a much greater responsibility resting on the religious schools. They must do a better job within their own respective spheres of endeavor. They must make better use of the time and opportunities granted to them. They must do more to serve the democratic principles which make this country unique. And, finally, they must dedicate themselves more devotedly to the essentials of basic religion which will help to develop the divine aspects of human personality and to establish a society based on the fatherhood of God, the brotherhood of man, peace, love, equality of opportunity, and social justice.

▼

REV. EVERETT R. CLINCHY
*President, The National Conference of Christians and Jews*

I AM very much interested in aiding children in the public schools to become literate in religion. The methods of accomplishing this are broader than Bible teaching in the schools, even though that may be a factor. There are the possible religious concomitants of teaching every subject in the curriculum. Then, too, there is the released time method, the dismissal method, and the post-school hour method. The experiences of children in Church Schools on Sun-

days, and the potential influence of home religious education must be geared with the character education of public schools. You have hit upon a great topic.

Moreover, this is the time. The nation is living religiously. Look at the words and acts of the time! "Register for Selective Service"; "Ration and Sacrifice"; "Refuse to bootleg gas, rubber, food"; "Be honest"; "The post-war world must be an earth-wide community"; "Obey your fire-warden,"—well, *service, sacrifice, honesty, community-mindedness, obedience,* all are essentially religious words. Schools can help to relate religion not only to Bible words and ecclesiastical liturgy, but to everyday joys and sorrows, rights and duties in Malden, Massachusetts, and the Okie trailer camps in California.

---

# A CHALLENGE TO HIGH SCHOOLS

A contribution your community can make toward eliminating adult illiteracy.

C. C. HARVEY
Rock River (Wyoming) High School

THE 1942 Census revealed that more than 10,100,000 adults, 25 years of age and over, in the United States are functionally illiterate. They are unable to read a newspaper, to write a letter, or to do simple arithmetical computations. This functional illiteracy among 13.5 per cent of the adult population is a great obstacle to the mobilization of manpower for specialized war production and for military training. The dangers and problems which result from illiteracy both in time of peace and war need no comment.

The functional illiterates are not all foreign-born or Negroes. Over 4,200,000 of them are native-born whites; 3,100,000 are foreign-born; approximately 2,700,000 are Negroes. The South is not the only place where large numbers cannot pass a simple literacy test —more than 1,000,000 are found in the State of New York, and Illinois has 462,000.

At first the War Department designated the degree of education represented by completion of the fourth grade in school as the standard required of selectees. Recently this requirement has been relaxed somewhat, but still large numbers of men are unable to meet the minimum educational requirement necessary to master quickly the work of a soldier in modern warfare. According to the Selective Service, more than 250,000 men have been rejected for service in our armed forces who were physically eligible but who were unable to meet the educational requirements. These men were deferred because of their functional illiteracy; not because they were deficient mentally. No mental deficients, according to the Selective Service, are included in the 250,000 rejected because of functional illiteracy. These men are capable mentally of profiting by instruction.

The illiterates are not only lost to the armed forces; they are, for the most part, lost to industry as well. This fact is emphasized in the following statement from Arthur J. Altmeyer, Chairman of the Social Security Board: "With the exception of the very simplest work involving only the exercise of physical strength, it is true now more than ever that the ability to read, only slightly less the ability to write, are essential to the efficient performance of production jobs in war industry. War production workers must be able to read directions for observing shop rules and safety practices, and for the operation of elaborate machinery. More and more as jobs become specialized, blueprints are being supplemented by or replaced by written directions for hand and machine operations, often involving the proper use of complex and costly machines and invaluable strategic materials. The cost of machine breakdown and material spoilage is far too great in terms of the war effort to entrust these operations to workers who cannot read and write."

Obviously the matter of functionally illiterate adults presents today's greatest educational challenge. The responsibility for meeting this challenge rests largely with the communities where illiteracy exists. In this connection, John W. Studebaker, United States Commissioner of Education, made a statement before the National Education Association in the Denver meeting last June which has significance for local educators throughout America. He said: "The Office of Education has already offered its services and help to the War Department in the teaching of functional illiterates. I know, from the letters that have already come to me, that the educators of America are ready, if the means are provided, to engage in a swiftly-moving, result-achieving campaign against illiteracy in the armed forces. I have one plea to make. Please help the many who are anxious to serve on this program understand, that all teaching

will be done on the local level, and that when the time is ripe, local authorities will employ the teachers needed to carry on this work. Hundreds of teachers with splendid qualifications have written me, asking for a place in this program. I have had to answer them, telling them that this fight against illiteracy must be carried on in their own communities, not from Washington, and that no teachers will be employed by the Office of Education."

Thus it appears that the responsibility for solving the problem of functional illiteracy rests on the shoulders of local teachers and school officials. To solve the problem will require initiative, ingenuity, and resourcefulness. With the shortage of teachers and the added duties caused by the war, the task is not an easy one. The local situation will determine to a great extent the approach and methods which will achieve the best and quickest results. There is no one plan which will solve the problem in all communities.

▼

It is the belief of the writer that in many communities some of the most competent and mature high school students could be utilized in the fight against functional illiteracy. A plan of this kind would not be practical or feasible in all communities, but there are many places where it could be effective and achieve remarkable results. There are many high schools where chapters of the National Honor Society, chapters of the Future Teachers of America, or scholarship committees of the student council carry on tutoring projects. These tutoring activities are usually limited to tutoring backward or failing students or those who have been absent and need help in catching up with their work, but in some communities high school groups are given a part in the adult education program. Students, especially high school seniors who are looking forward to entering the teaching profession, are often assigned as tutors to assist adults who do not care to join classes or who make better progress when the individual method of instruction is used. For a detailed discussion of tutoring activities of high school students, see: "Tutoring Activities of the National Honor Society," *School and Society*, 46:637-40, November 13, 1937, and *Sixth Handbook of the National Honor Society*, National Association of Secondary-School Principals, Washington, D.C., April, 1940, Pages 124-137.

Why not extend the tutoring activities of these groups to include men rejected for service in the armed forces because they have not received enough formal education, and also other adults in the community who are functionally illiterate? Why not organize tutoring groups in high schools which do not have such organizations? Some of the more mature and competent high school students can be of great assistance in the work. It would be valuable experience for them, particularly those who expect to take up teaching as a career. It would relieve overworked teachers of some of their burden. Last, it would be without expense with the exception of materials for use in the tutoring. The method of individual instruction would most likely get quick results and many would be willing to accept tutoring who could not be persuaded to join a formal class.

Of course, the high school pupils would need proper guidance and materials with which to work. The program would have to be planned carefully, organized, and given proper supervision. It would have to be adapted to local conditions, but if it should prove an effective way of dealing with the problem of adult functional illiteracy, the results would more than pay for the efforts which would be required to put it into operation.

It is the belief of the writer that high school students would be enthusiastic about participation in such a program. They want to feel that they have a definite part in the war program and to serve their country in time of need. If this plan should prove successful, it would provide them a great opportunity to be of service to their communities and the nation.

In starting such a plan the first step would be to get information on illiteracy in the community and the names of the men who have been rejected for military service because of educational deficiency. Information on functional illiteracy may be secured from the Federal Bureau of Census, Washington, D.C., or those in charge of the program could make a local survey. Information in regard to the men rejected for military service due to illiteracy may be secured from the Local Selective Service Board. The second step would probably be to give these persons tests to find out their needs. There will be some who are deficient in some things and not in others. Some will know a little about fundamentals of reading, writing, and arithmetic, but will not be able to pass the test of literacy represented by completion of the fourth grade in school. The third step in launching the program would be that of organization—selecting the students to do the tutoring, providing them with the materials necessary, assigning them to tutor different persons, and planning the proper guidance and supervision for the tutoring.

▼

Of course, such a plan as has been proposed here would be entirely unworkable in some places. But it is the belief of the writer that it is no visionary scheme and that the results already achieved by students in tutoring projects are sufficient grounds for giving the plan a trial in certain communities. If the plan seems practical for your community, why not experiment with it and see what results can be achieved?

# GREAT CAESAR'S GHOST

ANSON W. BELDING

COUNT back exactly 2000 years from this Year of Our Lord 1942 and you will arrive at 58 B.C. And a few hundred thousand boys and girls all over America who happen to be studying their second year of Latin have probably not noticed that date of just two millenniums ago staring at them from the first page of their Caesar texts. For, after all, they have little translating to do and have little time for dates—of this sort anyway.

Nevertheless, that date in history is worth thinking about. For it was then that one Julius Caesar set out to conquer "all Gaul," which, as he said was "divided into three parts."

Caesar could hardly have dreamt, when he wrote his account of the Gallic War, that it would become a greater worry to more young people down through the centuries than he himself ever experienced from the Gallic tribes he sought to overcome and pacify.

As the scene opens upon the territory then known as Gaul, but now as France, the student proceeds only a hundred words or so before he meets the name "Germani," meaning Germans. It seems that the people known as Belgians are the bravest and most warlike of any of the Gauls—why? Because they are nearest to the Germans, with whom they fight almost daily battles—the Germans crossing over into Belgium or the Belgians into Germany.

So it wasn't invented by Hitler, this invasion business. It was old stuff 2000 years ago. And the Germans were the real trouble makers even then—in Caesar's way of thinking. It made a nation bellicose just to live across the river from them.

But Caesar is merely leading up to what he wants to tell about another tribe—the Helvetians—Swiss to you. It seems that these people are also pretty tough with their spears, because they, too, have the same choice people, the Germans, for neighbors.

Recently a handful of keen-minded Americans gathered around a microphone to discuss the great Julius Caesar. One was a military expert, another a historian, and so on. They agreed that Caesar was a military genius. But was he justified in going forth to conquer and subdue distant lands? Naturally the savants of the radio round table were unwilling to stand up for him.

Caesar himself, however, makes a vigorous attempt at self-justification in what might be called his "white paper" about the Helvetians. It was this way, he explained. The Helvetians began it. There they were on the very border of the Roman province (now southern France) that Caesar had been sent out to govern. It sounds like Hitler getting excited over what the Poles or the Czechs were going to do to his country if he didn't do it first to them.

The Helvetians had a leader by the name of Orgetorix, noblest and richest man among them, who talked many of his fellow countrymen into a scheme of expansion. Their boundaries were too narrow, he persuaded them, for so great a nation as theirs. Let them concentrate for two years on preparing to step out—collect their forces, sow plenty of grain and store it up, and sign treaties with certain of their neighbors. Orgetorix himself goes on a mission to two of these neighboring tribes, in each of which he arranges for a native prince or leader to spring a coup and get the royal power. One of these chiefs has the reputation in Rome of being a great friend of the Roman people. So much the better. Orgetorix has a daughter, no doubt attractive, whom he gives in marriage to one of these Quislings. Everything is all set. Caesar of course is sure that the aggression is aimed against his province. The whole thing falls through as Orgetorix is arrested and put on trial by his own people. He packs the court and manages to escape, but soon after dies, under suspicion of having killed himself. A political opponent must have arisen to persuade the Helvetians that Orgetorix was a traitor. At any rate, the real menace, if any, to the Roman province must have waned or vanished with the death of the arch schemer.

Still the conspiracy had to serve as an excuse for Caesar's own ambitions—and the Gallic War began.

▼

Small wonder that the youngster of today finds Caesar teeming with timely interest.

Great Caesar's Ghost goes marching on.

---

That education, whether of black man or white man, that gives one physical courage to stand in front of a cannon and fails to give him moral courage to stand up in defence of right and justice, is a failure.—Booker T. Washington.

# TO A TEACHER IN THE SERVICE FROM ONE IN THE CLASSROOM

**HARRY BARD**
**Supervisor of History**
**Baltimore, Maryland**

DEAR FRED:

The war seemed closer to me when I started teaching this year and found you and so many of the other fellows not at your usual places, welcoming students on the first day of school. Some of the men counted the number of teachers who have left our school for the armed services. I named five of our men who were already in the Army or Navy. There is one man gone on each floor, and the shops have lost a teacher.

Such things set a man to thinking and some of us fellows have been doing a lot of that recently. Most men teachers who are still in the classrooms have been wrestling with the problem of how they can make their greatest contribution. You are in now, and the Army will decide that for you, more or less. But we are not yet in it—I mean in uniform, and that makes it that much harder for us. Oh yes, if this thing gets worse, those of us who have wives and children will be in it too—and maybe that will be easier for us. I mean easier, psychologically, because then it will be less difficult to make decisions. Heavens knows I don't mean to indicate you have things easier than we do—you are the ones who are doing the fighting and who will do the dying. We know that. In fact, knowing that is what makes us just a little more restless.

It's what makes our discussion at the men's table in the faculty cafeteria room more serious than ever. We are restless, and we're sore at Hitler, and we're keyed up to the point where we want an outlet that will show quick results. At least that is the way I often feel these days.

A fellow does a lot of rationalizing when he is in a difficult position, and I am sure that recently I have followed that practice. Maybe that is what made me come to this conclusion the other day: I am not in this thing the way I (and most men) would like to get into it—but until then, there is a lot of work I can do right where I am. We now know that most of the youngsters who are now in the senior high schools will be drawn into this war. That gives me and other senior high teachers some serious things to think about.

These boys we are teaching now are going to war soon. The enemy is cunning, strong, and well trained. The Axis soldier knows his job perfectly. He has demonstrated that only too well. What about these boys we are now teaching?

A day after tomorrow little Tommy Jones is going to meet this top-notch adversary. When that time comes, here are some direct questions my colleagues and I will have to answer. You—physical ed. teacher, have you helped to put this fellow in the best possible shape? Just a little more endurance on Jones' part might mean the difference between the Jap or American bayonet getting its mark. You—math teacher, have you taught Tommy enough so that he can continue from there his education in gunnery or aeronautics? One more lesson may be the difference between an American bomb that found its mark or a Japanese Zero that found its target. You—history teacher, have you given Tommy the faith he needs to carry on this struggle? Or have you forgotten that in every war there are thousands of deserters who quit because they know not why they fight? You—biology teacher, have you taught Tommy to keep his body well and clean? Or have you forgotten the tremendous toll which venereal diseases took in the last war? You—teacher of English, have you taught Tommy to give and understand short, pointed directions so that he gets where he is going when on reconnaissance? You—teacher of French and German, have you taught him so well that if captured Tommy can seek help from friendly peoples in enemy territory? You—shop teacher, have you taught Tommy how to be mechanically minded enough to enable him to repair the broken machinery upon which his life depends? You—principal, have you seen that Tommy gets such necessary information as how to administer first aid, even though it doesn't fit into any of the conventional courses? Or have you forgotten how many men died in the last war because they didn't know such simple things as how to apply a tourniquet or the location of pressure points?

A day after tomorrow Tommy goes into action. Will I greet Tommy's parents and say, "Do I know your son? Yes, I remember him well! I taught him at the Baltimore High School. He was fully prepared when he graduated!" Or, will I hang my head when Mr. and Mrs. Jones go by and think, "Poor Tommy, he

didn't have a chance. He left us only half prepared and never did get an opportunity to catch up. The better trained Japs were just too much for him! He does not even have enough interests to keep up his morale in that internment camp."

All this emphasis on the terrific importance of what teachers are doing may be a rationalization about my present status. Yet, putting my teaching on as personal a plane as "What am I doing for Tommy Jones who will be off to war?" helps me feel better about my contribution to the emergency. I have always believed in the opportunities teachers have for strengthening the home front. Training people to understand inflation, rationing, and conservation is vital. There are dangers of internal revolution if such issues are not understood. Teachers must do that job well! But it is not the home front which makes me so dreadfully concerned about doing my work better than ever before. It's Tommy! He's such a little "kid" now. Yet, the day after tomorrow he is going into action—I want him to have the best chance to get his blow in first.

I know the Army or Navy will teach him a great deal after he gets out of school. But when Tommy gets into the scrap, time will be the essential factor, and there won't be much time to train him after he graduates. The young will go to battle as raw recruits when the casualty lists grow long. Tommy will go to war knowing little more than what he knew when he left high school. I want so much for him to know enough to win!

Stay well, Fred, and remember the men back home are thinking a lot about you and the more than a hundred Baltimore teachers who are now in the service.

Cordially,

HARRY BARD,
*Your Colleague.*

# PACKED FORTY YEARS TOO SOON

**DOROTHY CRANDALL**
**High School and Junior College**
**Santa Maria, California**

DELPHINE stood by the teacher's desk. Her eyes were red, the tears kept rolling down her cheeks, and her nose was running a little. We felt like the Hound of the Baskervilles as the teacher strove to persuade her that we hadn't meant anything, it was just that we weren't used to lunches like hers. We hadn't been nice certainly (here our spirits shrank) but the teacher was sure it was just a mistake.

Delphine stood her ground. We had made noises. We had called her lunch a "Miss Stuckup's" lunch.

▼

Heavens! That was the year of the Earthquake and Fire. And now Madge is a doctor, Nell's second son is in the navy, and Kitty's been dead for twenty years. What was so funny about Delphine's lunch?

Well, to begin with, it was in an enameled metal box—pink—with a lock and handles. And when she opened it, there were disclosed several under-sized sandwiches, each with a different filling, and wrapped all by itself. There was a molded gelatine dessert—quite new and startling then—and it was *in a dish*. Not a dish that was on its last legs, but a dish good enough to be used on the table. The climax was her orange; it was *peeled*.

We rolled on the grass in delight. We gathered our friends to look and deride. We even called a passing *boy* to cast his eye on these evidences of decadence. Those were the days when the sexes at play were segregated. Although a super-boy might enter the girls' yard to retrieve a ball, only a hussy would be found dead in the boys' yard, on any provocation whatsoever. Calling the passing male was, therefore, the epitome of insult.

"Miss Stuckup's" was the name we applied to the elegant girls' school which none of us, for lack of money and social position, would ever attend. Such a lunch seemed exactly what one of its gilt-edged virgins would carry. Ha-ha-ha!

Well, times change, don't they? Do you read the heart-rending articles about school lunches that are gracing some of our current magazines? It is now a woman's-size problem to fix a cold lunch that will tempt little Petunia Poo's little appetite. The obstacles are well-nigh insurmountable, but oh, Mother, *so challenging!*

The best container is a metal box (probably with a lock and handles) divided into several compartments, to hold a salad, a gelatine dessert, et cetera. Sandwiches should be small and exquisitely wrapped, children being so sensitive to line and color. All the sandwiches should be different. The box should contain a thermos

bottle filled—no, Elmer, not with liquor; sit down, please—filled with chocolate, malted milk, or a nourishing soup. A dainty paper cup of "crispy" salted nuts or a few exciting candies complete the dejeuner.

Remember those shellacked marshmallow bananas we used to buy when we had a windfall? And the "licorish" whips? If all our sandwiches had been different, which ones would we have traded? The cry of "Trade! Trade!" echoed over the school-yard at noon, and one big masculine-looking sandwich rated two or three runts. Daintiness was no object; we craved to have our in'ards completely furnished.

Oh, I forgot the orange. It should be cut around the top and down the sides, so the peeling will almost come off by itself. If the orange should - er - squirt, and soil the little handie, right in the presence of schoolmates — the thought is lacerating, nothing less.

When I consider the revolting lunches I carried (and ate with inner satisfaction, knowing no better) I believe I may still be suffering with hitherto unsuspected feelings of inadequacy and frustration. Well, there was one advantage, I had no box to carry home. My hands were free to hang on the back of a wagon, or throw stones at the cemetery fence.

---

# BOOKS AND THEN MORE BOOKS

How school and library work together to develop children's taste for reading.

**JEANETTE DELL**
**Third Grade Teacher**
**Narberth, Pennsylvania**

AT NARBERTH school we have a splendid arrangement for not only more supplementary reading books but also an ever changing list. There is excellent cooperation between local library and the school. The plan is one which your community library will be glad to consider because of the wider opportunity for service.

We receive mimeographed sheets about every six weeks labeled "The Community Library Lending Plan". On these the teachers list their requests for the lending period.

Since the books are to be read and enjoyed by the pupils, I ask them what they want or are particularly interested in.

We select many to fit into our social studies—Cave Period, Egyptians, Hebrews, Ancient Greeks and Romans. These are stories such as "The Cave Twins", "The Magic Painter", "The Children of Tyre" and "The Spartan Twins". Some books are factual and more serious. If the children only leaf through these, read captions, and study the pictures I feel that their horizons are that much broader.

They ask for children of other lands, animal stories, humorous stories, fairy tales, plays and poems. We have a poetry period one day a week, when each one may read to us some poem which has caught his fancy. This has grown from four or five to everyone in the class—some hoping for a second or even third turn.

▼

A Cecropia moth came out of its cocoon in the classroom. Someone asked for a book on moths and butterflies. The Praying Mantis, which overran our room, stimulated a like interest. Health, safety, and handcraft are among our books. Stephen Foster also had his time of fervor in our class. We may keep an especially interesting book for a second lending period.

Lately I have requested easy reading, to tempt those who seldom read. Our books cover a wide range as to difficulty as well as content material. Some books with many pictures and simple stories are on our table. You would be surprised at some of the more mature books which are read.

Each morning after opening exercises I allow each child to select a new book and hand in the old one. The child brings me his card, on which I place the date and his name. When he is ready to hand in his book he brings it to the desk and I enter the date returned. The child places the card in the little folder and returns the book to the table. I have no time limit for these younger children but I feel that the above library procedure is good training for them.

We have two hundred and fifty-five supplementary books in our own classroom bookcase. It is often increased with new and attractive books throughout the year.

My children make "Reading for Fun" booklets and some children have listed as many as sixty books read in a year. I am pleased to note that the four poorest readers in the room take out easy reading material almost daily.

I read to them such books as "Bambi", "Thee Hannah", "The Little Lame Prince", "Mr. Popper's Penguins", "St. Jan the St.

Bernard", and others throughout the year. They love this and not infrequently a child will appear with his own copy of "Bambi" or whatever the recent book may be.

To keep this interest alive during the summer or vacation months, we announce each year on the day school closes that the Travel Club will meet that very afternoon at the Narberth Community Library. The children may read of boys and girls in other lands. Each is given a map which he colors lightly. He places a star on the country "visited" and writes the name of the book that he has just finished. The younger children tell their stories to the librarian or her assistant, and the older ones write reports. The number of books required grows larger according to the youngster's grade in school. The second grade must read 10 and the third grade must read 15 for the course. To complete the cycle, the awards for summer reading are given at the November P.T.A. meeting or at a special program held at the library. Those who have completed the course receive certificates of which they are justly proud. Some few receive books as prizes, which is also most stimulating.

I personally feel that this program of close cooperation between the community library and the school is ideal. It is one which any one may arrange for. To me endless and wide reading is to be desired. Think of the broad horizons, think of the leisure hours and a love of books.

BOOK HOUSES

*I always think the cover of*
*A book is like a door,*
*Which opens into someone's house*
*Where I've never been before.*
*I never know what sort of folks*
*Will be within, you see,*
*And that's why reading always is*
*So interesting to me.*

*Annie Fellows Johnson.*

# SEEING SOLID

Attacking the major difficulty met by students of solid geometry.

**CAPT. WALTER W. JOHLER**
**Kemper Military School**
**Boonville, Missouri**

MY STUDENTS should be representative of at least part of the country. The majority of students who make up my solid geometry classes have had their plane geometry in various high schools in the Southwest and in the Middle west.

At the start of the course I always give them a pre-test and a questionnaire. One of the questions I ask is, "What do you expect to study in this course?" Over half of the answers always have been of this nature: "I expect to *memorize* a great number of theorems." They do not say they expect to understand, develop, or use theorems, but to *memorize* them. On further questioning the average student checks the following in a check list: "I like mathematics", "I do not like theorems", and "I see little connection between this course and daily life". It is student opinion such as this that has led me to question the orthodox teaching of theorems and to conduct my solid geometry on somewhat of an experimental basis for the past few years.

▼

"Seeing solid", that is looking at a drawing or a figure in one plane and comprehending it in three dimensions, is one essential concept of solid geometry. The converse, to think of, comprehend, or see a three dimensional object and be able to draw or diagram it, is of equal importance.

In the front of my classroom is a chemistry lecture desk. The desk contains a sink, water and gas jets, and for good measure I place on it several ring stands, a tripod, and perhaps a chalk box with the lid slid half way open. The desk is in view of all. It is here that I start solid geometry.

The students are asked to make a drawing, without leaving their seats, of the desk as it would appear from a point directly above the desk, as it would appear from the front with the eye level with the desk top, and as it would appear from the end with the eye level with the desk top.

It is interesting, at least to me, to watch the students stretch in their seats and twist their heads as they try to visualize certain things: Will the water faucet coincide with the gas jets when viewed from the end? How will the vertical rod of the ring stand appear when viewed from above? Will the front view show all the legs of the tripod or will one conceal another? Will the top view show the contents of the chalk box?

These are a few of the questions which may arise in the mind of the student. Others may occur in the discussion or may be asked by the instructor. For example: What is a plane (as desk-top surface) and how does it appear when viewed from the edge? What is a line, and how does it (as rod of ring stand) appear when viewed

from the end, and under what conditions can it be said to be parallel to a plane? Are the rods of the ring stand parallel; are all the lines which do not meet parallel? To what extent do draftsmen, architects, and engineers use the plan of drawing we have used? And here, if he has not already done so, it might be well for the instructor to mention the fundamentals of mechanical drawing.

The old lab desk, or any other furniture, has a wealth of possibilities. A follow-up assignment could be: "Sketch the desk as it would appear to a fly resting on the ceiling to the right and front of the desk". Example of discussion questions could be: Do all the right angles of previous drawings still appear (on the drawing interpretation on one plane) to be right angles; are they acute or obtuse? The plane of the box and the plane of the table meet to form what kind of a line; is this always true? The line is the vertex of what kind of an angle; how is this angle described and measured? Do the ring-stand rods appear to be perpendicular now? Viewing a line on a slant does what to its apparent length; under what conditions does it appear longest or shortest? And so on and on.

▼

Eventually we get around to theorems with a problem of this type: Your mother asks you if you can build a window box out of the lumber in the basement. What thinking process do you go through before you can give an answer? Naturally there are a number of interestingly different answers. However, the class will agree on these things: You must know what materials you have to start with, you must know what finished product you are striving for, and you must have the tools and skills to get there . . . that is a theorem.

We study a number of theorems, but again, not in the orthodox fashion. The drawings in our book for each theorem are of the "fly's eye view" type, from above, front, and right. The student is asked to draw the diagram in the same ways he did the lab desk. In addition, for each theorem studied, one or more students will make a model, using cardboard or glass for planes, and sticks of balsa wood, string, or wire for lines. The diagrams are checked by viewing the models from the proper angle and comparing. I can say that this definitely aids the student to see the right angles, perpendiculars, parallels, and spacial relationships involved in the three dimensional figures.

With this background the student generally is able to follow the steps of the proof and give the reasons. The student now has a meaningful understanding of the theorem and is familiar with the proof. Comprehension and realism have been stressed; the idea of *memorizing* has not been touched.

Problems of the construction type are surely one important part of solid geometry. For example, this problem challenged my students: "Diagonals are drawn in the respective faces of a cube. From the point of intersection on one face, lines are drawn to the corresponding points on each of the adjacent faces, and so on for all the faces of the cube. Prove that this newly created figure is a regular octahedron." A very exacting model made by one of the students from balsa strips solved the problem by clearly showing the spacial relationships of all the lines involved.

Models are not only very fascinating to make and study, but they aid interpretation and "seeing solid". Many of my students make models not only of construction problems and theorems, but of loci problems, or rectangular, birectangular, and trirectangular polyhedral angles, and of solid figures such as the tetrahedron, prism, parallelepiped, truncated prism, icosahedron, prismatoid, and others.

Then there is the mathematical problem side. Understanding the problem is essential before the mechanics of mathematics can be put into use. The comparison of a pyramid and a prism (or one-third a prism), of a pyramid of many sides and a cone, and of a prism of many sides and a cylinder of revolution is easy to see from a model. In connection with a cylinder, I hope I do not sound radical when I suggest that a few students do not comprehend pi . . . it is just a Greek letter. Take the waste paper basket and at least one other round object, measure its circumference and diameter, and set up the ratio to determine pi . . . it is worth the time.

We want to live an everyday life, so we paint houses and fill barns, stretch bars of copper into fine wire and tunnel under mountains, drain the city water reservoir and fill ice cream cones, estimate the cost of dams and match Tom Thumb against Goliath of Gath, buy lumber and paint water lines on barges. We are the Gullivers and Tom Bunyans . . . it's fun.

---

**"The teaching that will win the war, . . . has already been done. The teaching that now needs to be done is aimed, if we know what we are doing, at the post-war period."**

***Frederick H. Bair,***
***Supt. of Schools,***
***Bronxville, New York***

# I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

## Meditations

In the "Meditations" of Marcus Aurelius we read: "Begin the morning by saying to thyself, 'I shall meet the busybody, the ungrateful, the arrogant, the deceitful, the envious, and the unsocial. All these things happen to them by reason of their ignorance of what is good and what is evil. But I who have seen the nature of the good, that it is beautiful, and of the bad, that it is ugly, and the nature of him who does wrong and that it is akin to me, not only of the same blood and seed, but that it participates in the same intelligence and the same portion of the Divinity,—I can neither be injured by any of them for no one can fix on me what is ugly, nor can I be angry with my kinsman, nor hate him, for we are made for cooperation, like feet, like hands, like eyelids, like the rows of the upper and the lower teeth. To act against one another then is contrary to nature, and it is acting against one another to be vexed and to turn away'."

In order to have a successful school system there must be cooperation between the teachers and the pupils, between the teachers and the principals. There must be cooperation among all officers and all employees of the school department including the board of education. There is no worker anywhere in the school system who can make his work so successful or independent that he does not need the assistance and cooperation of every other worker. No teacher and no officer or employee can be truly successful without this cooperation. Every worker in the school system should, for his own advantage and for the good of the schools, devise means for bringing about and fostering the cooperation of everyone who is directly or indirectly concerned with the schools.

This lesson in cooperation which was taught by Marcus Aurelius, the noblest of the Roman emperors, is not found in any textbook on pedagogy. It is not contained in any book on supervision and school administration. Nor is it outlined in any chapter on janitor service, but it is a lesson which every successful principal, teacher, and school officer or employee has learned and which every beginner, regardless of natural ability and professional training must learn in order to be successful in school work.

# Good Morning, Teacher

RUTH C. FREY
Ottawa, Ohio

## Yardsticks

Perhaps you have been so long on the receiving end of the educational effort that now, with positions reversed, you may fail to measure the school's activities accurately. You have just come from assignments made to university students; your pupils are far less mature, their libraries are less well stocked, their efforts are less well directed, their objectives are much more remote and correspondingly vague; how then can you expect them to cover the ground at your speed?

If you need to revamp your thinking and planning as to the length of assignments, you need also to adjust your method of presentation. You were on your own and your professors recognized this. These unselected groups you are to teach have far less power within themselves. You must help them learn how to go on their own and the smaller they are the more necessary it is to teach them *how* to do the work.

And now you need to learn to evaluate the pupil's response. Is it the glib repeater of subject matter who has learned the most? Does he get the "A"? Did you never repeat to a professor more or less meaningless material and thus earn the reward? Just now do you never repeat words without really knowing what they mean? What words have you in your spoken vocabulary that you would rather not have probed into? Where did you learn the words? Are they really your words? In the last analysis the pupil who can do a thing probably knows that thing, be it addition combination, theory in physics, performance in music, construction in art, or what not. Watch the pupil's response, as you hoped or feared your professor was watching yours.

Then be careful not to be too sure of your condemnation of school routine. I have in mind a teacher who complains of disorder in the lower hall at dismissal time, but I happen to remember her thinking that our school was hopelessly traditional because we marched our pupils out of the building and off the premises. Maybe her thinking has changed a trifle and she sees that any activity has more than a fleeting significance. All must be judged in many relationships to be safely

measured, and age plus thoughtful experience will make your decisions the sounder.

▼

## Questions

*How may I know that my pupils understand the material I teach?* Only by accomplishment, I think. That is, the child who can cut an apple into quarters, probably knows his fractions; the child who can make change probably knows money; the child who can put his reading into his own words or into action probably reads well; the pupil who recognizes a hill or a river or a valley probably has proper concepts of the words his geography uses.

*Will time permit me to make sure that each of my pupils has laboratory experience with all the materials of my teaching?* Mercy no; but the real teacher soon learns what pupils are most in need of visual, auditory, or tactile experiences and makes sure that these *do*, while pupils with more active and specialized imagination watch.

▼

## I'm Too Busy

Last spring one of our yearlings in the profession remarked that she did not really know what she had done with all her time the past year. For the first time in her life she had been the only roomer in a house which did not offer her board. Since her room was so evidently a sleeping room, she concluded that she had slept her spare time away; as she put it "I thought I ought to make use of what I was paying for."

Now you and I are not sleeping through the free hours, but perhaps we find it just as difficult to show any real accomplishment for the time at our command. True we offer "I'm too busy" as the excuse for not accepting responsibility for some needed task, but are we really that busy at worthwhile work? Probably all of us can find time for everything we really want to do. Maybe then we would better fix upon something worth doing and go at it.

You are not yet convinced that you have been prodigal with the minutes? Check on yourself for a week. If you find all your tasks consuming all your time, see whether or not you are overdoing in some respect. You may plan too long; you may check too much; you may overdo your amusements; or you may let your family, your friends, your pupils, or your church impose too much upon you. It is fine to be helpful, but you may be so much so that others fail to carry their share of the load. That is plain selfishness on your part. Having found the cause, remedy it at once even though someone feel hurt. You owe it to yourself and to your work to bring to each day the enthusiasm that comes from feeling real progress in something other than the job and your own entertainment. In plain words, for real joy, get a hobby and ride it hard—but please don't bore everybody with constant reference to it.

# *It Seems to Me*

**BYRON C. KIRBY**
**Principal, Oliver School**
**South Bend, Indiana**

## Despise Not The Skilled Trades

Guidance teachers and perhaps the teaching profession as a whole have been working on a false assumption; namely that children with high I.Q.'s should be directed into the professions. True, our teachers, doctors, dentists, lawyers and political leaders should be intelligent—it's a calamity to come under the influence of one who is not. But not all bright children should be directed into the professions—that overcrowds those lines of work and undersupplies the field of mechanics.

Society should be a well balanced, integrated whole. That means that all fields—medicine, dentistry, the law, engineering, science and mechanics should be well supplied with bright alert workers.

This is an age of machines—all the evidence points to more and more machines in the future. Hence, the opportunities in tool and die and mechanics are unlimited. Old machines must be improved; new and unheard of devices must be designed, experimented with and perfected. We have made great strides with the airplane, air conditioning, hydromatic drive, television—but we have not started yet. The next twenty-five years will take us into another world—maybe in more ways than one.

Guidance directors and teachers should see that hundreds of boys with high I.Q.'s are acquainted with the field of mechanics and induced to enter it. There always has been a demand for skilled mechanics—even during the depression industry was searching for personnel trained in this field, while today one of our largest bomber factories is working at only 45% efficiency because it cannot get 30,000 skilled workmen.

The salary for this type of work during the depression was about $10 per day and now it ranges from $15 to $20.

Don't think that mechanics and tool and die work are cheap and to be avoided. They demand intelligence, initiative, imagination; they pay high salaries and they hold the key to rapid progress in our intricate world of machines. Introduce your intelligent students that are interested in machinery to the possibilities that await them—they will appreciate it, so will their parents.

# The News Digest

OF EDUCATION IN ACTION

## Pupils Asked to Ease Transportation Problem

WASHINGTON.—The Government has urged high-school students to go straight home when school is out, instead of tarrying over sodas, window shopping or the movies.

By going home promptly, the Office of Defense Transportation said, the students will avoid getting in the way of war workers on buses and street cars.

## Fellowships for Union Workers

CAMBRIDGE.—Harvard University, recognizing "the major role" labor will have in the post-war era, will award fellowships for nine months of study at the university to 15 representatives of U. S. trade unions.

The unions will select their own representatives.

Initial fellowships will go to members of the Ladies' Garment Workers, Hatters, Electricians and Railway Clerks' unions. Unions are to pay the expenses and half the tuition fees of their nominees, while friends of the university will pay the other half.

Previous scholastic training, such as a high school education, will not be required. The union representatives, rather, must have "intelligence, capacity for leadership and devotion to the labor movement."

The primary objective of the experiment is to promote post-war harmony between labor and management. Courses for the fellows will include economic analysis, trade union problems and policies, and human problems of administration.

## Blood Bank

BOWLING GREEN, OHIO. — The blood of all freshmen and sophomores of Bowling Green University is being typed and catalogued this fall. Records will be kept to provide information for transfusion calls.

# Cornell Head Points Way To Save Liberal Colleges

ITHACA, N. Y.—Separation of the two major problems confronting American colleges and universities—making the most effective use of their facilities in the war effort and preserving themselves as centers of the liberal tradition—is urged by President Edmund E. Day of Cornell University as a means of clarifying discussions of the role of higher eduction during the wartime years. Dr. Day is chairman of the committee set up by the American Council on Education to deal with Federal agencies and was recently elected president of the Association of Land Grant Colleges.

"These problems," he says, "should not be considered together or argued together. The colleges are eager to serve in the war, and have much to offer. But their offers have often been received with suspicion by the Army and Navy, because the motive behind them has seemed to be the preservation of the colleges rather than the winning of the war.

"We have been making headway in recent months because we have taken the stand that the immediate objective, regardless of any other consideration, is to develop a plan by which the colleges and universities can be used to greatest possible advantage in the war effort.

"The liberal arts tradition in higher education is of great value. It is in dire jeopardy now partly because its importance is not recognized by the military. But the prescription of training programs for military service is their responsibility, not that of the colleges.

"I am confident that the American people will not let the liberal colleges die if that issue is presented to them squarely, on its own merits. The American people as a whole, like all individuals, must decide what are the things in life to which we are ultimately bound to hold fast. When those final broad decisions are made, I believe that great institutions of learning will stand with a top priority. The country cannot stand without them, if we are to remain free. As that conclusion becomes clear, the forces that rally to their support are going to carry them through."

## Vocational Schools Closed in France

WASHINGTON.—The Germans in Occupied France are closing down trade schools and telling French boys and girls to go to Germany for their training, the Paris Radio disclosed.

Ninety-six schools have been closed in the Paris area alone out of a total of 400 in the occupied zone. Special apprenticeship centers have been opened in the Reich, the Paris Radio said.

Suspension of vocational instruction appeared to be the latest in a series of German measures to force French labor into Reich war industries.

## Student Police Rule Madrid University

BERNE, SWITZERLAND. — Madrid University is now policed by a student militia, which is supposed to maintain discipline in the Academic area, it was learned here from Spanish channels.

The student militia is empowered to arrest faculty members as well as students.

## Has American Youth Been "Mollycoddled"?

LAKE PLACID, N.Y.—If American youth has softened and is being "mollycoddled," the chief responsibility lies with parents and schools, the New York State Congress of Parents and Teachers heard.

"The fault for the failure of youth, if it be so, to assume their obligation to work lies not with them, but with us," Lewis A. Froman, dean of Millard Fillmore College, University of Buffalo, said in a prepared address.

In some instances, he asserted, college graduates have been advised not to take jobs "beneath their abilities." Vocational guidance in many cases has been given too freely, he added, because it takes a great deal of wisdom to advise anybody on a career extending twenty years into the future.

"One of the lasting effects which may grow out of the present war is the revived dignity which goes with work with the hands," Dean Froman said. "During the 1920s 'white collar' jobs seemed to offer the principal attraction. Today the master mechanic and the machinist are the backbone of our war effort."

## Hunger Strike Lasts From Breakfast to Lunch

BOMBAY.—Professors at Karachi College, in Western India began a hunger strike when students engaged in nationalist demonstrations refused to attend classes. The students replied with a hunger strike of their own.

After several hours, leaders of both groups emerged from conference for lunch and announced that the faculty members "have agreed not to carry out their resolution to fast; the students have agreed to end the counter-fast they started today."

P.S. They all had lunch on time.

## Teacher System Held Too Costly

NEW YORK.—Vacancies in the city school system caused by teachers on Sabbatical leaves should be filled with substitute teachers receiving $7 a day, instead of by full-salaried instructors, the Citizens Budget Commission, Inc., said.

By employing excess regular teachers the Board of Education is imposing a needless cost of $3,500,000 a year on the city, the commission told Ellsworth B. Buck, president of the Board of Education.

## Educational Plan For 250,000 Men

CHICAGO.—The first trial of a plan to rehabilitate 250,000 men who were classified 4-F under Selective Service because of insufficient education, will be undertaken in Chicago, Col. Louis A. Boening of the State Selective Service staff has announced.

If the plan is successful, it will be attempted elsewhere, Colonel Boening said.

Instruction equivalent to four years of grade school education will be offered. Upon successfully completing the work, the candidates will be reclassified, most of them probably in A1-A, Colonel Boening continued.

The project is being inaugurated by the Army in co-operation with the United States Department of Education and the Chicago School Board.

## More Children Will Be Walking

WASHINGTON. — The 4,000,000 boys and girls who attend rural schools will do a lot of walking this year. The Office of Defense Transportation calls for "reorganization" of all school bus routes to save tires and gas. Here are the "yardsticks" by which schedules of the nation's 93,000 buses will be reorganized.

1. Pupils who live less than two miles from school must walk both ways.
2. No transportation will be given school children in areas served by public carriers.
3. School schedules and bus schedules should be staggered to permit two schools on the same route to be served by one bus.
4. Pupils may stand in buses, if safety standards permit.
5. The number of stops will be reduced to a minimum.
6. School buses should not be used to carry pupils to athletic, musical, or other "extracurricular" events.

## Teacher Residence Requirement Eased

BOSTON.—Modification of its residence requirement to permit candidates for teaching positions to establish a residence at the time they take the qualifying examination has been voted by the Boston school committee.

Previously a full year's legal residence in the city was mandatory before a candidate was eligible to take the qualifying examinations.

# British Planning Future of Their "Public" Schools

LONDON.—The British Conservative Party's first attempt at a precise definition of its concept of postwar educational reform is leading to some of the most important political discussions this country has heard for a long while.

Actually, the first practical move is now under way to find a means of changing the traditional British two-class system of schooling which in effect would mean the eventual removal of old class privileges and prejudices from British life as a whole for all time. Other vital educational issues involved include place of religious teaching, self-discipline versus state discipline, and the interests of individual versus the interests of the state.

This move has been made possible by a modification in the policy of Prime Minister Winston Churchill and the Conservative Party, which hitherto have refused publication and debate on their plans for reconstruction on the grounds they would detract from the war effort. However, Mr. Churchill gave the "go-ahead" signal to the Conservatives. He has been giving increasing evidence that the tide of progressive thought in Britain can no longer be held back—in fact, that the war effort is liable to suffer if national leaders do not produce something more concrete than mere talk of a better world.

On the question of the future of Britain's public schools, the Conservative subcommittee has still to make a full report. But in the meantime, it holds that these ancient seats of privileged learning are "too valuable to jeopardize, as they would be if they lost their independence and became a mere part of the state system."

Pending the Committee's final report, the Conservative Party as a whole has not pronounced judgment on the public school question, which to many of them is a critical issue for the future of Britain.

## Los Angeles Leads In Years of Schooling

WASHINGTON.—Among the fourteen cities of more than 500,000 population, Los Angeles was highest in average number of school years completed among persons twenty-five years of age and older, but Washington led all the cities by a considerable margin in the percentage that had completed four years of college, according to the 1940 census.

In median numbers of school years completed, Los Angeles was first, Washington second, San Francisco third and Boston fourth.

In the percentage completing four years of college, Washington was first, Los Angeles second, San Francisco third and New York City fourth.

In the percentage completing four years of high school, Los Angeles was first, Washington second, San Francisco third and Boston fourth.

In the percentage completing seven years of grade school, Los Angeles was first, San Francisco second, Washington third and Boston fourth.

## New Group to Foster Art in Education

NEW YORK.—A group of progressive art teachers from several states have recently established the Committee on *Art in American Education and Society,* with headquarters at the Museum of Modern Art here. It seemed to those who responded to the original call, that art teachers had need, particularly at the present time, for an action committee to work out ways to contribute special skills to the war effort and to plan for the future. The idea has met with enthusiastic response and, with the museum as sponsor, an ambitious program is being drawn up for the coming months.

The committee is not intended to supersede or duplicate the efforts of any present professional organizations; its job is a special one and hopes to enlist the support and cooperation of all other groups. All members will be active in some special project, under one of the divisions of the committee, such as project-experiment, research, or writing and publication. Further information can be had from the secretary, Miss Dorothy Knowles, Museum of Modern Art, 11 W. 53rd St., New York City.

# Hutchins Scores "Engineering Education From Age of Six"

CHICAGO.—Depression in the law schools, caused by the absorption of students into the war effort, will be followed after the peace by a boom built up by accumulated demand, President Robert M. Hutchins of the University of Chicago told the annual alumni meeting of the Law School.

The important problem for the law schools after the war will be the structure and content of the preliminary education which students entering law school have received, Mr. Hutchins said. Fortunately the type of education which these students will need most is the same basic general education which now should be given universally to young men before they enter the armed service, he said.

If the demands of government agencies, including the armed services, for "engineering education from the age of 6" prevail, the educational system will be promoting mass illiteracy in the country, for at least the duration of the war, Mr. Hutchins said.

"If the government's attitude prevails, the Law School of the University of Chicago will either have to take students at about 25 or 26, who have in some way got a start on reading and writing, or it will have to add ancient, medieval, modern and American history, English literature, foreign languages, the fine arts, speculative philosophy, and the biological sciences to its curriculum.

"The alternative is to leave the educational system free to work out a program of education for citizenship between the ages of 6 and 18. The time is ample to do this, although we may have to use the summers until we get better organization of the system of education. The main point is that this education for citizenship must rigidly exclude technological work, instead of exclusively insisting upon it as the government is now doing."

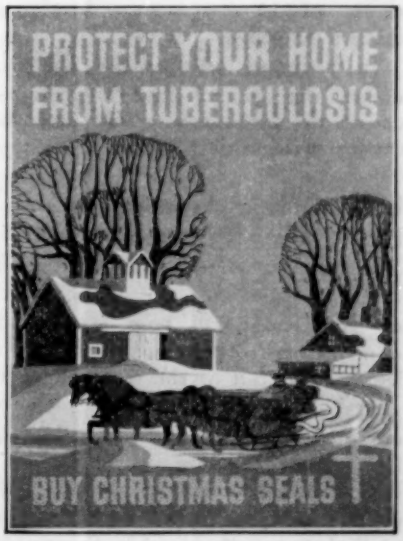
It is the function of liberal education to provide the students with a common faith, a common body of principles, a common moral and intellectual discipline, Mr. Hutchins said.

University law schools, on the basis of this training, must provide their students with a comprehension of the role of law in society and their role as lawyers, and not the ability to collect large fees, he said.

## Junior College Association Changes Meeting Plans

WASHINGTON. — According to readjusted plans, The American Association of Junior Colleges will hold six regional meetings this fall and next Spring, instead of the one customary national meeting. The fall meetings are scheduled as follows: Junior College Council of the Middle States, New York City, November 28; Southern Association of Junior Colleges, Memphis, December 1; and New England Junior College Council, Boston, December 5.

Dr. Walter C. Eells, executive secretary of the American Association of Junior Colleges, plans to attend all the regional meetings to unify the discussions and activities of the various groups.



# High School Victory Corps Puts Pupils into War Effort

WASHINGTON — In 28,000 high schools throughout the country, teachers, principals and superintendents are engaged in organizing the 6,500,000 secondary students into Victory Corps more adequately to utilize the youth in the war effort. Every boy and girl of high school age will be mobilized for duty on the civilian front.

This step was initiated at the recommendation of the United States Office of Education Wartime Commission.

Briefly, the Victory Corps is proposed as a nation-wide wartime student organization for secondary schools. Youth will be invited to participate "as equal partners in the war effort." This will not be a superimposed structure from Washington, but will originate in each school system and will be democratically operated.

To be enrolled as a member of the Victory Corps the student must participate in a physical fitness program, he must study school courses useful to the nation's war program and he must participate in at least one important wartime activity. Victory Corps caps or armbands are to be worn by the students, to indicate that they are active.

In explaining the purpose of the corps Dr. John W. Studebaker, Commissioner of Education, declared that it is basically an educational plan to promote instruction and training for useful pursuits and services critically needed in wartime. Schools, he said, must help to teach individuals the issues at stake in this war for survival.

## Fewer Women Enrolled In Southern Colleges

ROCK HILL, S.C.—The impact of a nation at war is reflecting itself on the eight State colleges for women in the South in lower enrollment figures for 1942 and in changing emphasis in the curricula, a survey of these schools shows.

With an aggregate enrollment of 12,329 students a year ago, the eight presidents of the schools report a total of 10,750 for the current year, a decrease of 13 per cent. Freshman losses averaged 17 per cent.

In assigning reasons for the decrease, the colleges gave as principal causes the lure of war jobs and the early marriages of women.

## U. S. Office Announces Eight New Publications

WASHINGTON.—Eight publications recently issued by the U. S. Office of Education will help school administrators solve educational problems arising out of the wartime emergency. These publications may be obtained from the Superintendent of Documents, Washington, D. C.

Guidance Problems in Wartime (20 cents); 26 Job Opportunities in the United States Army Air Force (10 cents); Safety for the Worker (5 cents); The Worker, His Job and His Government (15 cents); Military Service (10 cents); Industries, Products, and Transportation in Our Neighbor Republics (10 cents); Educational Legislation (15 cents); Health Services in City Schools (15 cents).

## Aeronautical Theme In Schools' Courses

AKRON, OHIO.—Akron schools are swinging in line with the war-time tempo.

Meteorology and the theory of flight are taking their places in the list of subjects for seniors in the high schools as the Board of Education proceeds with its first preflight courses in compliance with Government suggestions.

In the lower grades model plane building and reading books filled with aviation stories point to the trend of the times.

Physics instructors to whom aviation subjects were as new as they will be to their pupils, have been assiduously studying at Akron University on these new courses with the aeronautical theme.

At the same time, due to war influence, more stress is being placed this year on physical education, Superintendent of Schools Otis Hatton announces.

The entire Akron school picture is a changed one this year, with a falloff in enrollment in the upper grades and high schools of the city due to the fact that many boys and girls are now employed in war industries.

## War Training of Women Stressed at N. H. U.

DURHAM, N. H.—To help its women students achieve greatest usefulness in the war effort of the country, the University of New Hampshire has set up a series of war industry and other war programs for women, it was announced by President Fred Engelhardt. Should a student so wish, she may now even major in a war training program.

Not only is the University advising every woman who enters as a freshman to participate in its new war program, but it is planning to urge every advanced student who registers to include war training courses in her program.

To expedite the war training, adjustments in curriculum or major requirements will be made to facilitate the taking of courses directly tied in with the war effort. If a student completes the required number of units she will be graduated even though some requirements ordinarily demanded may not have been met.

The intensity of training will necessarily vary according to the number of years the student has left at the University. A freshman can spread her war training over four years while a senior will have to concentrate it in one. Consequently, senior women will find some war courses closed to them unless they have already taken prerequisites.

## School Children Join Scrap Collection Army

BOSTON.—Millions of school children have joined the scrap-collecting army from coast to coast. In some sections they were called Commandos, in others Jap Scrappers, and in Texas, Junior Rangers.

In many a school a holiday was declared so that the opening day of their official participation in the campaign could show record results.

The 30,000,000 of school age were spurred on by President Roosevelt's statement that they "will earn the gratitude of every one of our fighting men by helping to get them the weapons they need—now."

## Made Horseback Trip to College

BURLINGTON, IOWA.—William Werstler, Jr., traveled to college the hard way—on horseback. Mr. Werstler left his father's ranch at Walden, Colo., four weeks before the opening of the University of Illinois at Champaign.

He averaged 40 miles a day. The distance is more than 1,000 miles. He made the same trip by horseback last year, too. He camps out nights.

## American History Made Compulsory

AUSTIN, TEXAS. — University of Texas students in every department will be required after this year to have six hours, or a full year, of American history for graduation, by unanimous action of the Board of Regents here.

For several years courses in American and State Government have been required subjects for graduation in all State-supported colleges in Texas. As a result, twelve hours of "democratic citizenship education" will now be compulsory in the university.

## Mrs. C. W. Benton

SOUTHPORT, CONN.—Mrs. Elma Hixson Benton, who was well known in Minnesota educational circles, died recently in the home of her son, William Benton, vice president of the University of Chicago, in Southport, Conn. Her age was 68.

Before receiving a master's degree at Columbia University Mrs. Benton was active in Minnesota. She began teaching there in 1890 and eight years later was appointed State Superintendent of Schools.

## Harvard Students Urged to Store Cars

CAMBRIDGE, MASS.—Harvard students who are still using cars "just for the fun of it" were strongly urged today to put away their autos for the duration.

In a statement addressed to the student body, the Harvard Student Council said:

"The council feels that with the present desperate shortage of rubber and of transportation facilities using gas, those Harvard students who are still keeping automobiles for recreation and amusement are directly detracting from the war effort and strongly urges that they be stored for the duration."

## "Fundamentally Uneducated"

ANNAPOLIS, MD.—Pity the poor specialist, says Stringfellow Barr. He may be a whiz at his job but he's a "fundamentally uneducated" man, probably not up to snuff as a husband and father, citizen and soldier.

At St. John's College where Mr. Barr is president, study is concentrated on the world's "100 great books" and Mr. Barr's report of five years of the St. John's plan preached the gospel of liberal education.

"The penalty which contemporary society has paid," he said, "for omitting this basic sort of education is the multiplication of highly trained specialists who are fundamentally uneducated men and who are inadequate to the varied responsibilities of life, whether as citizens, husbands and fathers, as friends, as soldiers.

"If the war can teach the colleges that what our country asks of them is not successful alumni but useful citizens, our victory will be sweet."

## Urge University Of America Plan

MEXICO CITY.—Plans for a "University of America"—to be founded on the premise that true hemispheric solidarity can never be completely realized without permanent cultural ties—have been drawn up by Mexico's Education Ministry.

Outstanding feature of the proposed institution would be the shifting each year of the seat of the university from one of the 21 American republics to another.

Believing such an arrangement would pay dividends in intro-continental understanding, the Education Ministry, headed by Vejar Vasquez, has suggested the university be held in 1943 in Mexico and thereafter be transferred to each of the other countries, gathering and disseminating new ideas en route.

At the outset, personnel of the university would include two outstanding professors from each country. The idea of the "traveling" University of America was taken up enthusiastically by the Mexican press.

## Ida M. Upham

GLOUCESTER, MASS.—Miss Ida M. Upham, 87, principal of the Babson school for 42 years, died recently at her home.

She rounded out a teaching career of 51 years when she retired in 1925. She was a member of the Woman's Club and the Gloucester Teachers Association.

# Patriotism, Auto Tire Shortage Curb College Social Life

CHICAGO.—The auto tire shortage and a desire to be patriotic are bringing about changes in collegiate social life, taking Northwestern University as an example. Here, as in other campus circles, it used to be the style for students to jump into their jalopies and speed away from the campus for some of their social doings. Now the young people, through their Student Governing Board, have ruled that social affairs will be confined to the campus for the duration of the war.

Fraternities and sororities are curbing social functions. In pre-war days it wasn't really a dance unless there was a dinner party and an orchestra. This year, however, the clubs have agreed to hold only small dances, and to use radio or phonograph music.

There won't be any musical comedy this year, for the annual production, "Waa-Mu," has been suspended for the war period. But it's only been put in storage. Last year's proceeds, amounting to $1,500, have been put into war bonds and laid away to be used for financing the first "Waa-Mu" show after peace comes.

Students at the University of Chicago are giving thought to similar problems. Last year a variety of organizations on the campus contributed to the war effort. This year students are consolidating their efforts in a Student War Council. As the season progresses, students are expected to take action on the curtailment of social activities. Last year the men's and women's dramatic clubs, Blackfriars and Mirror, combined to give a single production, and the actors gave a benefit performance at Fort Sheridan. Now students are considering what shall be done this year to make extra-curricular activities contribute to the war effort.